

## **Kindergarten, First, and Second Grade Core Curriculum**

### **Introduction**

Most students enter school confident in their own abilities and they are curious and eager to learn more. They make sense of the world by reasoning and problem solving. Young students are active, resourceful individuals who construct, modify, and integrate ideas by interacting with the physical world as well as with peers and adults. They learn by doing, collaborating, and sharing their ideas. Students' abilities to communicate through language, pictures, sound, movement, and other symbolic means develop rapidly during these years.

Literacy requires an understanding of listening, speaking, reading, and writing in many forms including print and electronic images. Today, more than ever, students must have the ability to think critically while applying new information to existing knowledge. Therefore, school literacy programs need to involve students in learning to read and write in situations that foster critical thinking and the use of literacy for independent learning in all content areas.

Young students are building beliefs about what mathematics is, about what it means to know and do mathematics, and about themselves as mathematical learners. Mathematics instruction needs to include more than short-term learning of rote procedures. Students must use technology and other mathematical tools, such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics. Students, as mathematicians, learn best with hands-on, active experiences throughout the instruction of the mathematics curriculum.

Language Arts and Mathematics are the tools for doing work in other areas. These content areas need to be integrated into other curriculum areas to provide students with optimal learning. The curriculum becomes more relevant when content areas are connected rather than taught in strict isolation. For this reason, the content areas of the Arts, Health Education, Library Media, Physical Education, Science, Social Studies, and Technology have been integrated to enable teachers to teach more efficiently and students can learn in a real-life context that enhances lifelong learning.

The Kindergarten through Second Grade Core describes what students should know and be able to do at the end of each of the K-2 grade levels. It has been developed, critiqued, and revised by a community of Utah teachers, university educators, State Office of Education specialists, and an advisory committee representing a wide variety of people from the community. The Core reflects the current philosophy of education that is expressed in national documents developed by the: International Reading Association, National Council of the Teachers of Mathematics, National Standards for Arts Education, Information Power, National Association for Sport and Physical Education, American Association for the Advancement of Science, National Council for the Social Studies, International Society for Technology and Education, and Early Childhood Standards.

## Organization of the K-2 Core

The Core is designed to help teachers organize and deliver instruction.

- Each grade level begins with a brief course description.
- The first column consists of the Language Arts curriculum that encompasses Reading, Language, Writing, Spelling, and Handwriting.
- The subject areas of: The Arts, Health Education, Library Media, Physical Education, Science, Social Studies, and Technology have been integrated and are found in the central column.
- The third column consists of the Mathematics curriculum.
- The K-2 LEARNING GOALS describe the goals for students to gain knowledge and understand their world. They are found at the beginning of each grade level and are an integral part of the Core and should be included as part of instruction.
- A STANDARD is a broad statement of what students are expected to understand. Several Objectives are listed under each Standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the Objectives associated with a given Standard, they have mastered that Standard at that grade level. Several Indicators are described for each Objective.
- An INDICATOR is a measurable or observable student action that enables one to assess whether a student has mastered a particular Objective. Indicators are not meant to be classroom activities, but they can help guide classroom instruction.

## **Guidelines Used in Developing the K-2 Core**

### **The Core is:**

#### **Consistent with the Nature of Learning**

The main intent at the early grades is for students to value learning and develop the skills to gain knowledge and understand their world. The Core is designed to produce an integrated set of K-2 Learning Goals for students with specific goals in all content areas.

#### **Coherent**

The Core has been designed so that, wherever possible, the ideas taught within a particular grade level have a logical and natural connection with each other and with those of earlier grades. Efforts have also been made to select topics and skills that integrate well with one another appropriate to grade level. In addition, there is an upward articulation of concepts, skills, and content. This spiraling is intended to prepare students to understand and use more complex concepts and skills as they advance through the learning process.

#### **Developmentally Appropriate**

The Core takes into account the psychological and social readiness of students. It builds from concrete experiences to more abstract understandings. The Core focuses on providing experiences with concepts that students can explore and understand in depth to build the foundation for future learning experiences.

#### **Reflective of Successful Teaching Practices**

Learning through play, movement, and adventure is critical to the early development of the mind and body. The Core emphasizes student exploration. The K-2 Learning Goals are central in each standard. The Core is designed to encourage instruction with students working in cooperative groups. Instruction should connect lessons with students' daily lives.

#### **Comprehensive**

The K-2 Core does not cover all topics that have traditionally been in the K-2 curriculum; however, it provides a basic foundation of knowledge and skills in all content areas. By emphasizing depth rather than breadth, the Core seeks to empower students rather than intimidate them with a collection of isolated and eminently forgettable facts. Teachers are free to add related concepts and skills, but they are expected to teach all the standards and objectives specified in the Core for their grade level.

#### **Feasible**

Teachers and others who are familiar with Utah students, classrooms, teachers, and schools have designed the Core. It can be taught with easily obtained resources and materials. A Teacher Resource Book (TRB) is also available for teachers and has sample lessons on each topic for each grade level. The TRB is a document that will grow as teachers add exemplary lessons aligned with the new Core.

**Useful and Relevant**

This curriculum relates directly to student needs and interests. Relevance of content areas to other endeavors enables students to transfer skills gained from one area of instruction into their other school subjects and into their lives outside the classroom.

**Reliant Upon Effective Assessment Practices**

Student achievement of the standards and objectives in this core are best assessed using a variety of assessment instruments. Performance tests are particularly appropriate to evaluate student mastery of thinking processes and problem-solving skills. A variety of classroom assessment approaches should be used by teachers in conjunction with the Criterion Reference Tests (CRT) that are administered to first and second grade students in Language Arts and Mathematics, and with the pre- and post tests administered in kindergarten. Observation of students engaged in instructional activities is highly recommended as a way to assess students' skills as well as attitudes towards learning. The nature of the questions posed by students provides important evidence of their understanding.

**Engaging**

In the early grades, children are forming attitudes and habits for learning. It is important that instruction maximizes students' potential and gives them understanding of the intertwined nature of learning. Effective elementary instruction engages students actively in enjoyable learning experiences. Instruction should be as thrilling an experience for a child as seeing a rainbow, growing a flower, or describing a toad. In a world of rapidly expanding knowledge and technology, all students must gain the skills they will need to understand and function responsibly and successfully in the world. The Core provides skills in a context that enables students to experience the joy of learning.

## K-2 Learning Goals

The main intent at the early grades is for students to value learning and develop the skills to gain knowledge and understand their world.

The Learning Goals described below reflect the belief that K-2 education should address the intellectual, social, emotional, physical, and ethical development of children. While the K-2 Core Curriculum focuses primarily on content and the intellectual development of children, it is important to create a classroom culture that fosters development of many aspects of a person. Nurturing children in these interrelated human domains will enable them to discover their own talents and dreams, develop healthy, social, and civic competencies, and express themselves effectively.

The goals identified below are to provide a direction for general classroom instruction, management, culture, environment, and inclusion. These goals should be interwoven throughout the K-2 Core Curriculum which offers more specific and measurable standards for instruction.

### **Beginning in kindergarten and by the end of second grade students will be able to:**

1. Demonstrate a positive learning attitude.
  - a. Display a sense of curiosity.
  - b. Practice personal responsibility for learning.
  - c. Demonstrate persistence in completing tasks.
  - d. Apply prior knowledge and processes to construct new knowledge.
  - e. Voluntarily use a variety of resources to investigate topics of interest.
2. Develop social skills and ethical responsibility.
  - a. Respect similarities and differences in others.
  - b. Treat others with kindness and fairness.
  - c. Follow classroom and school rules.
  - e. Include others in learning and play activities.
  - f. Participate with others when making decisions and solving problems.
  - g. Function positively as a member of a family, class, school, and community.
3. Demonstrate responsible emotional and cognitive behaviors.
  - a. Recognize own values, talents, and skills.
  - b. Express self in positive ways.
  - c. Demonstrate aesthetic awareness.
  - d. Demonstrate appropriate behavior.
  - e. Express feelings appropriately.
  - f. Meet and respect needs of self and others.

4. Develop physical skills and personal hygiene.
  - a. Respect physical similarities and differences in self and others.
  - b. Learn proper care of the body for health and fitness.
  - c. Develop knowledge that enhances participation in physical activities.
  - d. Display persistence in learning motor skills and developing fitness.
  - e. Use physical activity for self-expression.
5. Understand and use basic concepts and skills.
  - a. Decode, read, and comprehend written text and symbols.
  - b. Develop vocabulary.
  - c. Develop reasoning skills.
  - d. Demonstrate problem-solving skills.
  - e. Observe, sort, and classify objects.
  - f. Make and interpret representations, graphs, and models.
  - g. Recognize how content ideas interconnect.
  - h. Make connections from content areas to application in real life.
6. Communicate clearly in oral, artistic, written, and nonverbal form.
  - a. Share ideas using communication skills.
  - b. Use creative expression to share ideas.
  - c. Use appropriate language to describe events, objects, people, ideas, and emotions.
  - d. Listen attentively and respond to communication.
  - e. Use mathematical concepts to communicate ideas.
  - f. Use visual art, dance, drama, and music to communicate.

## **The Kindergarten Core Curriculum**

In Kindergarten, core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas. Personal relevance of content is always an important part of helping students to value learning and should be emphasized.

Kindergarten students engage in many activities that help them develop oral language and literacy. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling.

Within a well-balanced mathematics curriculum, the primary focal points at Kindergarten are developing whole-number concepts and using patterns and sorting to explore number, data, and shape. While learning mathematics, students will be actively engaged in using concrete materials and appropriate technologies such as calculators and computers.

In Kindergarten, students learn about themselves and their relationship to the classroom, school, family, and community. Students are expected to develop skills in posing simple questions, measuring, sorting, classifying, and communicating information about the natural world. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. They learn basic body control while beginning to develop motor skills and moving in a variety of settings. Students become aware of strength, endurance, and flexibility in different parts of their bodies. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**Kindergarten****Standard I: Students will develop a sense of self.**

Objective 1: Describe and practice responsible behaviors for health and safety.

- a. Describe proper care of the body (e.g., proper brushing of teeth, eating a variety of foods, proper hand washing, sneezing into sleeve).
- b. Recognize that food is fuel for the body.
- c. Recognize signs of physical activity (e.g., heart rate, breathing, sweat).
- d. Identify helpful and harmful substances to the body.
- e. Recall basic safety (e.g., follow rules, maintain personal space/boundaries, know phone number, address, emergency number).

Objective 2: Develop skills in gross and fine motor movement.

- a. Participate in regular physical activity that requires exertion (e.g., walk, jog, jump rope).
- b. Explore a variety of fundamental and manipulative gross motor skills (e.g., hop, skip, twirl, dance, throw, catch, kick, strike).
- c. Perform a variety of fine motor skills (e.g., draw, cut, paste, mold, write).
- d. Maintain personal space and boundaries while moving.
- e. Create and perform simple dance movements that express who one is, knowledge of the body, feelings, senses, and ideas in time and space.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).
- b. Recognize similar colors as being members of the family of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.
- c. Describe sounds in terms of dynamics (loud/soft), pitch (high/low, duration (long/short; fast/slow), and timbre (tone of an animal, human, musical instrument, or machine).
- d. Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.
- e. Express emotions by selecting and playing a variety of simple rhythm instruments.



**Kindergarten****Standard II: Students will develop a sense of self in relation to families and community.**

Objective 1: Describe factors that influence relationships with family and friends.

- a. Identify ways individuals are alike and different.
- b. Identify contributions of family members.
- c. Describe how children change over time.
- d. Identify behaviors to initiate play and develop friendships.
- e. Demonstrate positive interactions with peers and adults.

Objective 2: Identify important aspects of community and culture that strengthen relationships.

- a. Recognize and follow family and classroom rules.
- b. Describe the school community (e.g., students, teachers, secretary, custodian, principal).
- c. Describe resources in the community (e.g., police officer, firefighter, libraries, museums).
- d. Describe cultural traditions in family and community.
- e. Recognize national symbols and recite the Pledge of Allegiance.

Objective 3: Express relationships in a variety of ways.

- a. Recognize traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop skills in storytelling through moving the body and making sounds when pretending to be characters in a familiar story.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from various cultures.

**Kindergarten****Standard III: Students will develop an understanding of their environment.**

Objective 1: Investigate changes in the seasons.

- a. Identify the seasons and represent each with pictures and songs.
- b. Observe and describe typical weather for each of the seasons.
- c. Describe the information each of the five senses provides with the changing of seasons.
- d. Observe and describe changes in behavior of animals as the seasons change.
- e. Describe how people change their behavior as the seasons change.

Objective 2: Observe and describe animals in the local environment.

- a. Observe, describe, draw, and compare familiar animals.
- b. Describe how young animals are different from adult animals.
- c. Describe how animals care for their young.
- d. Observe and imitate the sounds and movements of animals with songs, dances, and storytelling.
- e. Distinguish between real and make-believe animal behaviors.

Objective 3: Recognize symbols and models used to represent features of the environment.

- a. Recognize that maps and globes are symbols for actual places.
- b. Identify items on a map of the classroom.
- c. Explore basic map and globe directions and characteristics (e.g., top, bottom, right, left, land, water).
- d. Make representations of things observed in the environment (e.g., drawing, painting, building structures with blocks, making models with clay).

### **The First Grade Core Curriculum**

First grade core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas. Personal relevance of content is always an important part of helping students to value learning and should be emphasized.

In first grade, students are immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. They listen and speak to participate in classroom discussions. They use a variety of strategies to read new words and familiar selections aloud with fluency and expression. Understanding the main idea and sequence of events in a story are important comprehension skills that are applied in all other content areas.

First graders continue their development of number sense. They learn basic addition and subtraction facts through joining and separating sets with twelve or fewer objects. Students draw and describe specified two-dimensional figures and use nonstandard units to measure length and weight. They are introduced to the idea of fractions and continue the development of sorting and patterning skills. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers.

In first grade, students learn about themselves and their relationship to the classroom, school, family, and community. Students develop the skills of questioning, gathering information, making measurements using non-standard units, constructing explanations, and drawing conclusions. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. They learn basic body control while beginning to develop motor skills and moving in a variety of settings. Students become aware of strength, endurance, and flexibility in different parts of their bodies. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**First Grade****Standard I: Students will develop a sense of self.**

Objective 1: Describe and practice responsible behaviors for health and safety.

- a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).
- b. Describe the benefits of eating a variety of nutritious foods.
- c. Describe the benefits of physical activity.
- d. Describe helpful and harmful substances to the body.
- e. Practice basic safety and identify hazards.

Objective 2: Develop and demonstrate skills in gross and fine motor movement.

- a. Participate daily in short periods of physical activity that require exertion (e.g., 1-3\* minutes of walking, jogging, jump roping).
- b. Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form.
- c. Develop manipulative skills (e.g., cut, glue, throw, catch, kick, strike).
- d. Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).
- b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.
- c. Sing a melody independently with developing accuracy and a natural voice that is free from strain.
- d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.

\* Some students may not be able to sustain activity for 1 minute due to various medical concerns.

**First Grade****Standard II: Students will develop a sense of self in relation to families and community.**

Objective 1: Describe behaviors that influence relationships with family and friends.

- a. Explain how family members support each other.
- b. Describe tasks at home and school.
- c. Explain how families change over time.
- d. Recognize that choices have consequences which affect self, peers, and family.
- e. Describe behaviors that initiate and maintain friendships.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

- a. Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).
- b. Describe physical features surrounding the home, school, and community.
- c. Identify changes in the school and neighborhood over time.
- d. Identify and use technology in your home, school, and community (e.g., computer, TV, radio).
- e. Show respect for state and national symbols, patriotic traditions, and recite the Pledge of Allegiance.

Objective 3: Express relationships in a variety of ways.

- a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

**First Grade****Standard III: Students will develop an understanding of their environment.**

Objective 1: Investigate plants and plant growth.

- a. Observe and draw pictures of plants.
- b. Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals).
- c. Observe and describe plants as they grow from seeds.
- d. Identify how people use plants (e.g., food, clothing, paper, shelter).
- e. Investigate and report conditions that affect plant growth.

Objective 2: Investigate water and interactions with water.

- a. Observe and measure characteristics of water as a solid and liquid.
- b. Compare objects that float and sink in water.
- c. Measure and predict the motion of objects in water.
- d. Describe how plants and people need, use, and receive water.

Objective 3: Demonstrate how symbols and models are used to represent features of the environment.

- a. Use map skills to identify features of the neighborhood and community.
- b. Create representations that show size relationships among objects of the home, classroom, school, or playground.
- c. Identify map and globe symbols (e.g., cardinal directions, compass rose, mountains, rivers, lakes).
- d. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean).

## **The Second Grade Core Curriculum**

Second grade core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas. Personal relevance of content is always an important part of helping students to value learning and should be emphasized.

In second grade, students are immersed in a literature-rich environment, filled with classical and contemporary fiction and nonfiction selections, which relate to all areas of learning and interest. Students listen and speak effectively in classroom discussions. They use a combination of strategies for reading and comprehension.

Second graders extend their study of number and spatial sense to include three-digit numbers and three-dimensional figures. They make measurements and collect, organize, and display data. They use graphs to answer questions, make summary statements, and predictions based on their experiences. While learning mathematics, students will be actively engaged in using concrete materials and appropriate technologies such as calculators and computers.

In second grade, students learn about their relationship to the classroom, school, family, and community. Students develop the skills of questioning, gathering information, constructing explanations, and drawing conclusions. They learn basic body control while developing motor skills and moving in a variety of settings. Students become aware of strength, endurance, and flexibility in different parts of their bodies. They express thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**Second Grade****Standard I: Students will develop a sense of self.**

Objective 1: Describe and adopt behaviors for health and safety.

- a. Explain the importance of balance in a diet.
- b. Distinguish communicable from noncommunicable diseases (e.g., chicken pox, common cold, flu; asthma, cancer, diabetes).
- c. Relate behaviors that can help prevent disease (e.g., hand washing, good nutrition, fitness, universal precautions).
- d. Identify the harmful effects of tobacco on self and others (e.g., death, heart and lung disease, shortness of breath).
- e. Adopt basic safety (e.g., wear a seatbelt, bicycle safety, find adult help in an emergency).

Objective 2: Develop and apply skills in fine and gross motor movement.

- a. Participate daily in sustained periods of physical activity that requires exertion (e.g., 1-5\* minutes of walking, jogging, jump roping).
- b. Perform fundamental locomotor and nonlocomotor skills in movement sequences and game applications (e.g., walk-hop-skip, run-stretch-skate, run-hop-lay up).
- c. Perform manipulative skills exhibiting a majority of correct technique components (e.g., soccer kick: eyes on ball, step with foot opposite to kicking foot, contact ball with inside of foot, follow through).
- d. Identify components of physical fitness (i.e., strength, endurance, flexibility) and corresponding activities.
- e. Create and perform unique dance movements and sequences that expand physical skills while demonstrating personal and spatial awareness.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Express personal experiences and imagination through dance, storytelling, music, and visual art.
- b. Create works of art depicting depth and improving accuracy (e.g., close objects large, distant objects small) using secondary and tertiary colors.
- c. Develop ability to sing in tune with relaxed strength and clarity.
- d. Develop consistency in rhythmic accuracy in body percussion and instrument playing.

\* Some students may not be able to sustain activity for 1 minute due to various medical concerns.



**Second Grade****Standard II: Students will develop a sense of self in relation to families and community.**

Objective 1: Describe behaviors that influence relationships with family and friends.

- a. Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect).
- b. Identify benefits of cooperating and sharing.
- c. Explain how families and communities change over time.
- d. Recognize how choices and consequences affect self, peers, and family.
- e. Identify behaviors that might create conflict situations and ways to resolve them.

Objective 2: Examine important aspects of the community and culture that strengthen relationships.

- a. Explain why families, schools, and communities have rules.
- b. Compare rural, suburban, and urban communities.
- c. Relate goods and services to resources within the community.
- d. Participate in activities that promote public good (e.g., respect for cultural and ethnic differences, identify community needs) and recite the Pledge of Allegiance.
- e. Recognize the positive and negative impact of media.

Objective 3: Express relationships in a variety of ways.

- a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop an acting ability to relate to characters' thoughts and feelings (e.g., needs, hopes, frustrations, fears) in stories and plays.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

**Second Grade****Standard III: Students will develop an understanding of their environment.**

Objective 1: Investigate relationships between plants and animals and how living things change during their lives.

- a. Observe and describe relationships between plants and animals.
- b. Describe the life cycle of local plants and animals using diagrams and pictures.
- c. Create pictures and stories about real animals and compare them to make-believe stories about animals.

Objective 2: Observe and describe weather.

- a. Observe and describe patterns of change in weather.
- b. Measure, record, graph, and report changes in local weather.
- c. Describe how weather affects people and animals.
- d. Draw pictures and create dances and sounds that represent weather features (e.g., clouds, storms, snowfall).

Objective 3: Investigate the properties and uses of rocks.

- a. Describe rocks in terms of the parts that make up the rocks.
- b. Sort rocks based upon color, hardness, texture, layering, and particle size.
- c. Identify how the properties of rocks determine how people use them.
- d. Create artworks using rocks and rock products.

Objective 4: Demonstrate how symbols and models are used to represent features of the environment.

- a. Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans).
- b. Use an atlas and globe to locate information.
- c. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).